

1. In a narrative of 7-10 pages, describe how your program has changed to meet the requirements of Standard V in the following areas:

Standard V Re-approval template, which was forwarded to Larry Lashway in February, included examples of the information requested. However, more detail is provided as follows:

- Course content
- Course content has been changed to ensure that Standard V criteria is included in course outcomes specific to each criteria for required secondary professional education courses.

Examples of evidence for Standard V, Course Content, are listed in the template with specific course outcomes outlined from required professional education courses in the teacher based evidence column. As reported in the Standard V Re-approval template on January 27, 2009. candidate capacity to provide effective learning experiences is assessed by faculty course instructors for outcomes reported for Standard 5.1 and Standard 5.2 through various assessment methods. A common outcome for methods courses is lesson plans designed by candidates, which demonstrate planning for impact on student learning based on specific elements of Standard 5. (See template)

- Field experiences
As candidates design lesson plans for each of the 3-quarter 3-9 hour pre-student teaching experiences and for the full quarter of student teaching capacity to provide effective learning experiences is assessed by: 1) EWU supervisors who observe and provide feedback in lesson plans, instruction and evidence of student voice and engagement in effective teaching experiences according to Standard V criteria; 2) cooperating teachers who rate candidates on demonstration of Knowledge and Skills of Standard V and Pedagogy Assessment ; and 3) candidate who rate themselves on demonstration of indicators of Standard V and Pedagogy Assessment.

EWU student teacher supervisors review the Standard V Midterm/Final Evaluation with the cooperating teacher and student teacher during the required orientation conference. The Standard V Midterm/Final Evaluation performance indicators include evidence of K-12 student participation are rated by the student teacher, cooperating teacher and supervisor at the midterm conference to determine if standards are being met. Recommendations are made to improve performance as agreed upon and signed by the conference participants. The Standard V Midterm/Final Evaluation recommendations, performance and evidence are reviewed again at the final end of quarter conference to determine that performance has been satisfactory and all standards are met.

- P-12 district/school partnerships

Up to 350 candidates from EWU may be participating in P-12 school experiences every quarter. Candidates are observed by EWU supervisors once each quarter during the 3-quarter pre-student teaching experience and a minimum of 5 observations and 3 formal conferences each quarter of student teaching.

No formal P-12 district/school partnerships have been initiated to implement Standard V. However, the EWU field experience supervisors do meet with all student teacher cooperating teachers to review Standard V each quarter.

- Faculty development
Fall 2007, Department of Education faculty attended a fall retreat to determine activities related to Standard V for each required professional education course. Discussion followed at faculty meetings throughout the year. Faculty representing cross campus departments and Department of Education faculty attended the OSPI sponsored Standard V workshop in Spokane.

Lois Davies presented to EWU faculty on evidence gathered and student voice. She also presented to EWU EDUC 303, Foundation of Assessment classes.

Mariann Donley, EWU Professional Certification Director, presented to Department of Education faculty, cross campus major faculty and EWU supervisors on student voice and evidence gathering. She included video clips and information made available for the Professional Certification Program through OSPI.

In areas where no changes were necessary, briefly indicate why.

2. In no more than three pages, describe the *process* used to engage program personnel in reviewing, rethinking, and revising the program.

The first step in implementation of Standard V throughout the professional education program involved presentation and dialogue at a Fall 2007 faculty retreat. At that time faculty met in small groups to 1) review required professional education course; 2) review and revise course outcomes to reflect Standard V knowledge and skills. Field Experience Performance Verification Assessments (which are completed by cooperating teachers) were revised to reflect Standard V, Knowledge and Skill outcomes which were identified for concurrent methods courses; 3) Student Teaching Midterm/Final Evaluations were redesigned in a Standard V format which required EWU supervisors to record evidence of knowledge and skills being demonstrated by both the student teacher and their P-12 students.

Training and discussion on the implementation of Standard V Knowledge and Skills has been provided during regular quarterly EWU supervisor meetings from winter quarter 2008 through spring quarter 2009. Candidates receive initial instruction, development of lesson plans during EDUC 303, Foundation of Assessment, a first class in the Professional Education Program. They receive instruction on lesson plan development, the Pedagogy Assessment analysis and response to student-based evidence.

3. In no more than two pages, describe the key strategies by which candidates will develop capacity to analyze and respond to student-based evidence. Please attach three samples of assignments or assessments that represent those strategies.

Candidates develop lesson plans during methods courses, which are required concurrently with the 3-quarter pre-student teaching field experiences. These lesson plans include focus on analyzing and responding to student based evidence.

Candidates teach from 4 to 8 lessons each quarter of pre-student teaching field experience during which they are observed teaching one lesson and receive feedback from an EWU supervisor.

Cooperating teachers complete Performance Verification Assessments for candidate performance on items related to analysis and response to student based evidence.

Reflection and self analysis are an integral part of a minimum of 5 observations including (2 Pedagogy lessons) during student teaching during which candidates receive feedback from EWU supervisors and cooperating teachers.

4. In no more than two pages, describe areas of your revised program that will be a focus of continuing attention and development as you proceed with implementation.

Ongoing review of the data gathered on evidence of implementation of Standard V Knowledge and Skills throughout required professional education coursework and field experiences will occur at regular constituency meetings identified in the EWU Assessment System Calendar (Attachment 1). Constituency feedback will be the basis for course and program change to ensure evidence that Standard V Knowledge and Skills are met.

An area of focus receiving current attention which will be continued is the consideration of environmental sustainability.

More in depth consideration of community connections is taking place and will be an increasing focus. Feedback from the PESB on inclusion of technology has been and will continue to be a major focus. Evidence of candidate use of technology, which was inadvertently not included on the preliminary Standard V Proposal, is provided in Attachment 2.

The definition of student voice while not included in the Preliminary Proposal was not a focus concern as in-service training from Lois Davies and Mariann Donley, attendance at OSPI Spokane Workshop provided clarity and understanding.

5. Please attach a letter from the PEAB chair that describes the PEAB's involvement in reviewing and revising the program. Brian Ormsby, Teacher PEAB chair will forward his letter directly to Judy Smith, EWU liaison.

Sample student assignments will be forwarded.